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Spring 2007

## Appendix D (Chapter Three - Criterion Three)

Cedarville University

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### Recommended Citation

Cedarville University, "Appendix D (Chapter Three - Criterion Three)" (2007). *2006-2007 Accreditation Documents*. 21.  
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# APPENDIX D

## Chapter Three — Criterion Three



# APPENDIX D

Table 3-1 Average Student GPAs

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Athletic Training*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.59	3.18
Biblical Education	3.00	3.07	3.12	3.22	3.30	3.20	3.11	3.21	3.24	3.28
Business Administration	3.19	3.11	3.13	3.17	3.20	3.12	3.12	3.00	3.11	3.13
Communication Arts	3.30	3.32	3.34	3.38	3.40	3.34	3.27	3.28	3.25	3.34
Education	3.43	3.56	3.55	3.52	3.50	3.52	3.60	3.62	3.67	3.63
Engineering**	3.05	3.01	3.01	3.17	3.04	3.00	3.01	3.09	3.06	3.08
Exercise & Sport Science	3.52	3.65	3.62	3.63	3.68	3.61	3.63	3.71	3.71	3.67
Language & Literature	3.12	3.24	3.27	3.20	3.42	3.26	3.26	3.29	3.26	3.30
Music & Art	3.15	3.40	3.23	3.09	3.50	3.29	3.38	3.35	3.39	3.51
Nursing	3.06	3.09	3.01	3.17	3.32	2.99	3.39	3.40	3.29	3.31
Psychology	3.10	3.32	3.34	3.38	3.62	3.46	3.23	3.24	3.19	3.10
Science & Math**	2.65	2.75	2.81	2.85	3.04	2.84	2.81	2.86	2.81	2.80
Social Sciences & History	2.94	2.81	2.84	2.79	3.03	2.93	2.91	2.94	3.02	3.08

\*In 2004, athletic training became its own department. Previously, its numbers were included in the department of exercise and sport science.

\*\*Computer science moved from science and math to engineering in Fall 2005



Table 3-2 Survey List and Participation

Survey/Assessment Tool	Years
ACT Alumni Survey	2004-2008
ACT Institutional Data Questionnaire	1995-2006
AICUO (Association of Independent Colleges & Universities in Ohio)	1995-2006
American Universities & Colleges	1996
Barron's Survey	1995-2006
Cass & Birnbaum	1995
CCCU (Council for Christian Colleges and Universities) Retention and Graduation Rates	1996, 1997, 2000, 2001, 2002, 2005
<i>Christianity Today</i> Workplace Survey	2003-2005
Chronicle Guidance	1995-2006
CIRP (Cooperative Institutional Research Program)	1995, 1996, 1998, 2000, 2002, 2004, 2006
College Student Beliefs and Values Survey	1996
CollegeBoard Survey	1995-2006
Collegiate Assessment of Academic Proficiency (CAAP)	1997, 2001, 2005
CSRDE (Consortium for Student Retention Data Exchange)	1996-2006
Cooperative Institutional Research Program Freshman Survey	1997, 2000, 2002, 2004, 2006
Council of Independent Colleges	1996
Distance Learning Survey	1998
Faculty Survey of Student Engagement	1995, 1997
Foundation for Independent Higher Education	1995
HERI Registrar Survey	1998, 2000
Higher Learning Commission	2003
Institutional Priorities Survey*	1997, 2001, 2005
Institutional Research & Evaluation	1996
IPEDS (Integrated Postsecondary Education Data System)	1995-2006
NAIA (National Association of Intercollegiate Athletics)	1999-2001
National Study on Continuing Education	2003-2004
National Survey of Student Engagement	2004
Noel-Levitz Student Satisfaction Inventory*	2001, 2002
North Central Association Survey	2004-2005
OFIC (Ohio Foundation of Independent Colleges)	2000-2006
Peterson's Graduate Survey	2004
Peterson's Nursing Survey	1999, 2002-2004
Peterson's Survey	1995-2006
<i>The Princeton Review</i>	1998-2006
Spiritual Well-Being (Student Survey)	1997
Student Satisfaction Survey	1997, 2001, 2005
Students with Disabilities Survey	1997
Study Abroad Survey	1997
U.S. Department of Education	1995, 2003, 2004
<i>U.S. News &amp; World Report</i>	1995-2006
WCDR Listener Survey	2005
Wintergreen/Orchard House	1995-2001

\*The CAP is the IPS and the SSI Surveys.

# APPENDIX D

## List 3A-2 Departmental Objectives Related to Graduate School

Department	Objective(s)
Language and Literature	"... students will know the writers, works, facts, and ideas that are necessary for graduate study in their fields." <sup>1</sup>
Social Sciences and History	"Social sciences and history students will participate in graduate study and/or practice as professionals in public and private professions."
Biblical Education	"Bible majors will be able to know the facts, theories, and languages that are necessary for entrance into graduate/seminary programs and evaluate scholarly materials from a biblical worldview." <sup>2</sup>
Science and Mathematics	"Students will be prepared for graduate study or further professional study."

1 - Objective #4, University Assessment Report 2004-2005

2 - Objective #3, University Assessment Report 2004-2005

## Table 3A-3 Cedarville University Program Accreditation

Program	Accrediting/Credentialing Body
Department of Business Administration	Association of Collegiate Business Schools and Programs (ACBSP)
BA in Education	Ohio Department of Education (Conditional – Under Appeal – 2006) Association of Christian Schools International (ACSI)
BA in Bible Teacher Education	ACSI (Integrated Bible)
BSEE (Electrical Engineering)	Accrediting Board for Engineering and Technology (ABET)
BSME (Mechanical Engineering)	Accrediting Board for Engineering and Technology (ABET)
Music Programs	National Association of Schools of Music (NASM)
BS in Social Work	Council on Social Work Education (CSWE)
BA in Athletic Training	Commission of Accreditation of Allied Health Education Programs (CAAHEP)
BSN (Nursing)	Commission on Collegiate Nursing Education (CCNE) Ohio Board of Regents Ohio Board of Nursing
EMT-Basic (Continuing Education)	Ohio Department of Public Safety



Figure 3A-6 Strategic Planning Connections

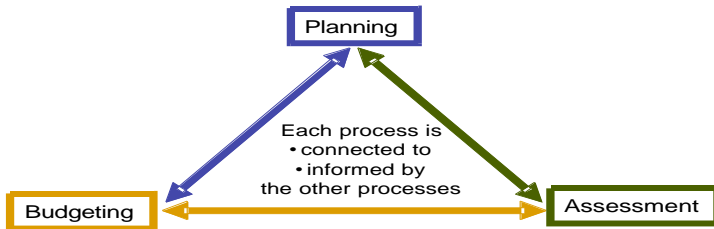


Figure 3A-7 Relationship Between Strategic Assumptions, Plans, and Budgets

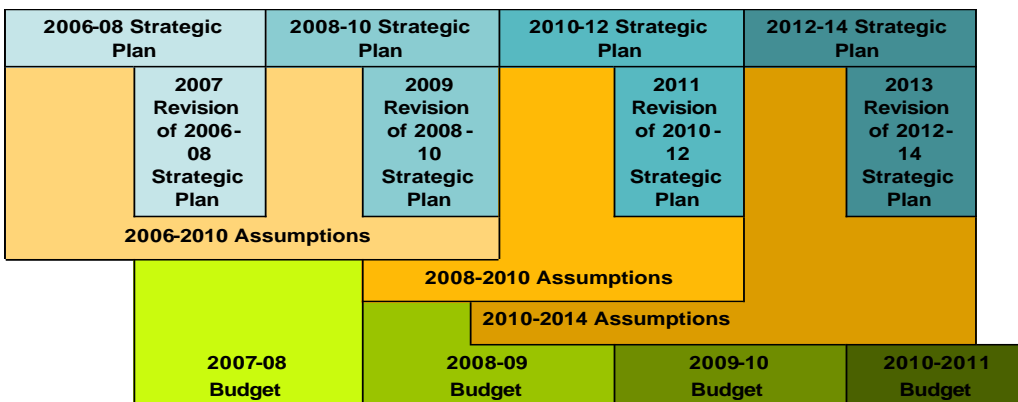


Table 3A-8 Select Academic Committees

Committee	Membership	Function
Faculty Academic Advisory Committee	Representative from each department in the Academic Division and the library	Advises the academic vice president concerning the academic calendar, touring groups, field trips, special athletic events, and other academic matters that impact student learning
General Education Assessment Committee	Representatives from each department that offers general education courses	Reports to the academic vice president on assessment of the liberal arts core requirements
Summer School Committee		Advises the director of summer school on matters of summer school policy and programming
University Curriculum Committee	Academic vice president (chair), 2 deans (appointed by the academic vice president), 2 department chairs (appointed by the academic vice president), 2 faculty members from the School of ENS (each from different departments), 2 faculty members from the School of HFAB (each from different departments), 1 faculty member from the School of HHP, 2 faculty members from the School of SSPS (each from different departments), 1 librarian (non-voting member, appointed by dean of library services), the registrar (non-voting member), and assistant to registrar (committee secretary, non-voting member)	Acts on curricular items and recommends program policy

List 3B-1 Cedarville University Network Features

Pentium or AMD computers	512 MB or more of RAM
	Hard disk drive
	DVD/CD-RW drive
	USB ports
	Ethernet interface
	Monitor
More than 150 software packages on CedarNet	General packages like Microsoft Word
	Specific applications like A.D.A.M. anatomy software
	Special-purpose software (and hardware) for graphics production



Table 3B-2 Faculty Computer Training Sessions

Year	# Faculty	# Sessions Attended	Average Sessions/Faculty
2003-2004	49	158	3.2
2004-2005	46	188	4.1

List 3B-3 Departmental Equipment

Engineering Equipment	Fluids lab with an 18-inch cross-section wind tunnel
	Heat transfer, refrigeration, and materials testing machinery
	Internal combustion engine dynamometers
	CNC manufacturing
	Vibrations, dynamics, and electronic machines
	Feedback controls
	Surface-mount soldering apparatus
	Parallel computing cluster
	Extensive PC-based laboratories in which the students use computer-based circuit design, 3-D solid modeling, FEA, CFD, CNC, and industry-standard IDE software. <sup>1</sup>
	1 - Catalog, pg. 91
Science & Mathematics Equipment	60 MHz <sup>1</sup> H nuclear magnetic resonance spectrometer
	90 MHz multi-nucleus Fourier Transform nuclear magnetic resonance spectrometer
	Mass spectrometer – gas chromatograph
	Electrochemical workstation
	Fourier Transform infrared spectrometer
	UV-vis spectrophotometer
	Fluorimeter
	Atomic absorption spectrophotometer
	Digital light microscopy lab



## APPENDIX D



Table 3B-4 Faculty Awards

Award	Selection Process	Recognition
Faculty Member of the Year	Chosen by students representing each department	Monetary and plaque
Integration of Faith and Learning	Chosen by a faculty committee	\$1,000
Faculty Innovator of the Year	Chosen by department chair committee	\$750
Faculty Teaching Effectiveness	Chosen by deans council (one with 1-10 years service, one 11-20 years, one 21 years and up)	\$750
Faculty Advisor	Chosen by administrative council	\$750
Dean's Service Awards	Chosen by deans council (one with 1-10 years service, one 11-20 years, one 21 years and up)	\$500
Faculty Scholar of the Year	Chosen by Faculty Committee to the President (FCP)	\$1,000
Gateway Award for Outstanding Support of Students with Disabilities	Selected by academic assistance office	Plaque
Gateway Award for Outstanding Academic Support for All Students	Selected by academic assistance office	Plaque

List 3B-5 General Education IDEA Integration Questions, Fall 2005

Integration Question	Average Rating
Increased awareness of integration	4.0
Encouraged growth in Christian character	4.0
Stimulate to continue integration	4.0
Integrate with other disciplines	3.9

\*All scores based on a five-point scale.



Table 3B-6 Selected Faculty Paper Presentations

Faculty	Venue	Dates	Location
Dr. Darrin Frey, Associate Professor of Mathematics	Centre Interfacultaire Bernoulli, Ecole Polytechnique Federale de Lausanne	June 13-17, 2005	Lausanne, Switzerland
	Mathematisches Forschungsinstitut Oberwolfach	November 20-26, 2005	Oberwolfach, Germany
Dr. Franco Gandolfi, Associate Professor of International Business	1 <sup>st</sup> International Conference on Business, Management, and Economics in a Changing World	June 16-19, 2005	Cesme, Turkey
	19 <sup>th</sup> Australia and New Zealand Academy of Management (ANZAM) Conference	December 7-10, 2005	Canberra, Australia
Dr. David Hoffeditz, Associate Professor of Bible and Greek	Symposium on Mediterranean Archaeology	March 8-11, 2006	Ankara, Turkey
Dr. Daniel Estes, Distinguished Professor of Bible	University of Cambridge	May 17, 2006	Cambridge, UK

Table 3B-7 Recent Examples of Faculty Leave

Faculty	Activity	Dates
Dr. Andrew Wiseman, Assistant Professor of Spanish	State Department Fellow	2006-07 academic year
Dr. Daniel Estes, Distinguished Professor of Bible	Book-writing	Spring 2005
Dr. Gregory Couser, Professor of Bible and Greek	Tyndale House Fellow	Fall 2004
Dr. Darrin Frey, Associate Professor of Mathematics	Deep math thinking	Fall 2003
Dr. Mark McClain, Associate Professor of Chemistry	National Research Council Senior Research Associate	2003-04 academic year
Dr. Andrew Wiseman, Assistant Professor of Spanish	Fulbright Scholar	2003-04 academic year
Ms. Janice Bosma, Associate Professor of Library Science	Development of village library	Fall 2002

## List 3C-1 Assessment of University Objectives

### Objective #1 Strengthened and integrated faith

Cedarville University freshmen and seniors report higher levels of growth in spiritual development (e.g., personally meaningful relationship with God, worshipping God in meaningful ways) and in worldview development (e.g., lifestyle influenced by and more consistent with a Christian worldview, awareness of values, holding to convictions) compared to their CCCU peers.<sup>1</sup> According to the Student Life Annual Report, 91% of students reported that the atmosphere on campus encourages spiritual growth.

Cedarville University alumni report greater institutional impact (compared to national norms) on living their personal and professional lives according to their beliefs.<sup>2</sup>

As part of the 2004-2005 University Assessment Report, the department of biblical education evaluated its performance against their objective that Bible minors and majors “be able to understand foundational theological concepts as developed through Scripture.”<sup>3</sup> The designated benchmark was not achieved in this area, according to the results of a WebCT assessment instrument. The department plans to meet and determine how to better achieve this goal and to re-evaluate the WebCT assessment instrument itself.

### Objective #2 Growth in Christian character and commitment

Cedarville University freshmen and seniors, as compared to freshmen and seniors at other CCCU institutions, report more time spent participating in spiritual enhancement activities (worship, meditation on God’s Word, prayer, etc.), a greater emphasis in contributing to the welfare of their community, and greater encouragement to develop a personal code of values and ethics at Cedarville.<sup>4</sup> Cedarville students consistently list the opportunity for spiritual growth as their number one priority; SSI data confirm that Cedarville University students are very satisfied with opportunities at Cedarville University.<sup>5</sup> Cedarville University students ranked higher than other students on the Spirituality in Higher Education study in three areas: 1) religious commitment, 2) religious engagement, and 3) religious/social conservatism.<sup>6</sup>

### Objective #3 Increased cultural awareness and ability for engagement

Cedarville University freshmen (FY) and seniors (SR) report higher (FY) or comparable (SR) growth in solving complex real-world problems than CCCU peers report.<sup>7</sup> Alumni rate Cedarville above national norms concerning the institution’s impact on their appreciation and exercise of citizenship rights, responsibilities, and privileges.<sup>8</sup> Assessment by the general education unit will evaluate integration in 2005-2006 as reflected in student ability “to develop a worldview that will inform choices about issues of personal and public importance.”

### Objective #4 Sound reasoning

Cedarville University freshmen and seniors rated Cedarville higher than CCCU students rated their institutions concerning institutional encouragement of critical and analytical thinking as well as being offered academic experiences that led to evaluating information, arguments, or methods of reaching conclusions.<sup>9</sup> Compared to the national norms, alumni report much higher institutional impact on ability to think objectively and on beliefs, attitudes, and values.<sup>10</sup> Additional assessment by the general education unit will evaluate critical thinking problem-solving in 2005-2006 as reflected in student ability “to identify and clearly define a problem, gather and analyze appropriate information, and use valid reasoning to solve the problem.”

### Objective #5 Skills in communication

Students from many departments have been successful in communication competitions. Cedarville University’s debate team was ranked in the top 10% nationally by the National Parliamentary Debate Association for 2004-2005, winning first place honors at the Western Kentucky University (Oct. 2005) and Berea College (Nov. 2005) tournaments. The debate team received a year-end award for the 2005-2006 season at the National Parliamentary Debate Association (NPDA) National Debate Tournament in Corvallis, Oregon. This award was due to the team’s 14th place rank among approximately 400 member schools of the NPDA. The current placement betters the team’s previous rankings of 40th in 2005 and 72nd in 2004. In addition to receiving this recognition, the team received the top ranking within



NPDA for the State of Ohio, for Cedarville's five-state district, and among institutions affiliated with the Council for Christian Colleges and Universities (CCCCU).

Cedarville University's forensic team was recognized as state champion in 2005 for the fourth consecutive year<sup>11</sup> and took second place at The Ohio State University's Holiday Frolic Tournament.<sup>12</sup> As part of the general education experience, alumni report that the impact of the school experience at Cedarville University in recognizing and using effective written and verbal communication skills is at or above the national norm.<sup>13</sup>

### **Objective #6 Graduate school and vocational preparation**

Cedarville University graduates are successful in pursuing further education. According to the 2005 Alumni Outcomes Survey, Cedarville University graduates are more satisfied with preparation for further academic study than the national average. The medical school acceptance rate for Cedarville University graduates (81% running average for 2000-2004) is consistently well above the national average (50-55%), partly as a result of strong MCAT scores (Premedical Graduate Preparation Statistics). LSAT scores are very strong as well with average performance at the 70th percentile for 2003-2004 (nine students) and 80th for 2004-2005 (three students).

### **Objective #7 Growth in avocational and cultural activities**

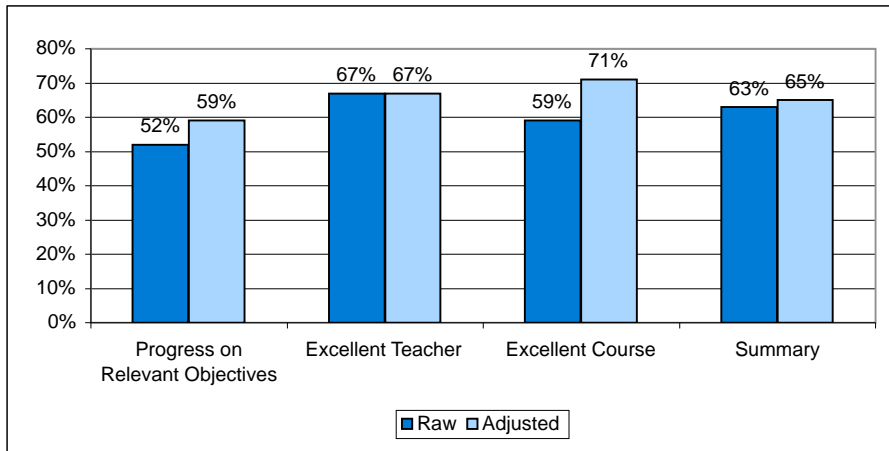
Cedarville University freshmen and seniors report greater likelihood of attending an art exhibit, gallery, play, dance, or other theatre performance than their peers report.<sup>14</sup> Cedarville University freshmen and seniors report more time exercising and/or participating in physical fitness activities than their peers report.<sup>15</sup> Cedarville University freshmen and seniors report comparable time spent participating in co-curricular activities than peers.<sup>16</sup> Alumni report a greater institutional impact for understanding and appreciating art, music, and literature.<sup>17</sup>

### **Endnotes**

1. NSSE 2004.
2. Alumni Outcomes Survey 2005.
3. University Assessment Report Part #2 2004-2005.
4. NSSE 2004.
5. Selected Analysis of Noel-Levitz Student Satisfaction Inventory 1995-2005.
6. University Assessment Report 2004-2005 – Part 3: Selected Survey Results, p. 70.
7. NSSE 2004.
8. Alumni Outcomes Survey 2005.
9. NSSE 2004.
10. Alumni Outcomes Survey 2005.
11. Cedarville University Public Relations News Release 15 March 2005.
12. Cedarville University Public Relations News Release 13 December 2005.
13. Alumni Outcomes Survey
14. NSSE 2004 vs. performance of CCCC, four-year colleges, and NSSE sample.
15. NSSE 2004 vs. performance of CCCC, four-year colleges, and NSSE sample.
16. NSSE 2004 vs. performance of CCCC, four-year colleges, and NSSE sample.
17. Alumni Outcomes Survey 2005.

## APPENDIX D

Figure 3C-2 Percent of Classes At or Above the IDEA Database Average



List 3C-3 Selected NSSE Results

Freshmen	Perceived the institution as emphasizing spending significant amounts of time on academic work
	Spent greater amounts of time preparing for class
	Received higher levels of support for both academic and non-academic responsibilities in order to succeed academically
	Integrated ideas from various sources
	Reported that their examinations challenged them to do their best
	Are encouraged to think critically
	Are encouraged to learn effectively on their own
Both Seniors and Freshmen	Reported greater opportunities to participate in academic experiences which lead them to make judgments about the value of information, arguments, or methods for reaching conclusions
	Reported greater likelihood to participate in theatre performances, personal exercise/fitness, and to engage in activities that enhance their spirituality
	Reported having a greater likelihood of working with classmates outside of class to prepare for a class assignment
	Were more likely to use electronic media to discuss and complete assignments
	Reported higher attendance at campus events and activities
	Reported higher levels of satisfaction with the overall educational experience and indicated there is a greater likelihood of choosing Cedarville if they were to start all over again



Figure 3D-2 LibQUAL+ 2002: Gap Between Desired and Perceived

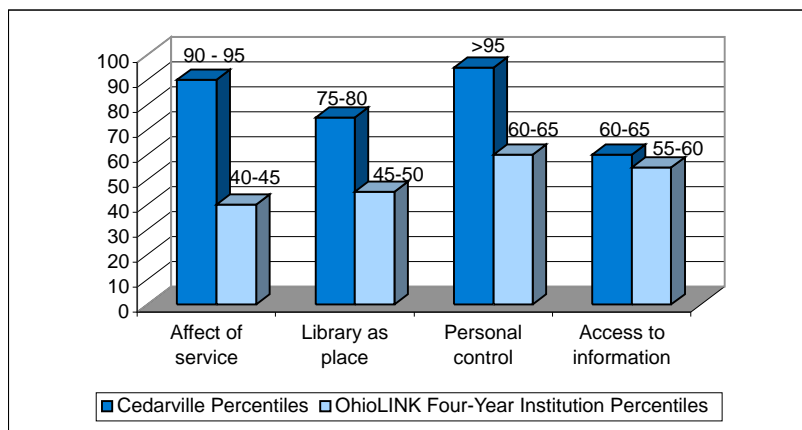
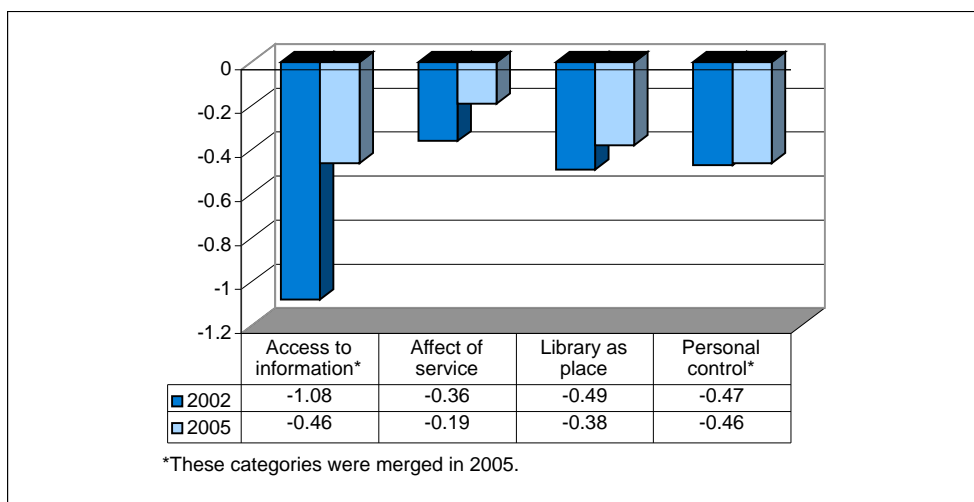


Figure 3D-3 Difference Between Desired and Perceived Level of Services



## List 3D-4 Expanded List of Strengths and Opportunities

### Strengths

1. In the midst of significant academic transitions in the University calendar and administrative leadership, Cedarville University has successfully cultivated a culture of assessment. The 2004-2005 Assessment Report (Part I, p. 3) indicates broad participation (80%) in the first cycle and significant progress in sustaining campus-wide assessment.
2. A number of ongoing assessment activities have been grouped and coupled to a comprehensive assessment process that informs strategic planning and budgeting.
3. Cedarville University has transparently communicated survey results and their implications both internally and externally.
4. Strong administrative support for technology is clearly evident as demonstrated by a substantial investment in equipment, personnel, space, and training opportunities.
5. Integration of biblical truth is emphasized throughout the general education program and emphasized in the Bible minor.
6. A formal systematic procedure of student feedback to faculty occurs every semester for all faculty.
7. Evaluation of faculty performance is taken seriously — it is an integral part of the tenure and promotion procedures.
8. Evaluation of faculty includes the writing of a document explaining the relation of biblical conceptions to one's academic discipline (a mission-driven procedure).
9. Excellent teaching is recognized in a variety of ways.
10. Cedarville University encourages teaching effectiveness through orientation of new faculty and various theological and pedagogical training sessions.
11. Cedarville University supports professional development through financial support for conference attendance and research, particularly that which involves the integration of faith, learning, and life.
12. The University has identified specific initiatives that drive the overall teaching and learning experience. Cedarville also identified specific assessment tools that are designed to determine annually if the objectives are being met.
13. Cedarville engages in regular program assessment. The University continues to collect, analyze, and act on the data that has been gathered.
14. Cedarville highly values the effectiveness of all professors; therefore, new faculty members experience an organized program of orientation to the teaching and learning process at the University.
15. The Center for Teaching and Learning will be an asset to the development of excellence in teaching and learning.
16. Because of the new at-risk reporting system, advisors are better informed concerning student academic progress.
17. The NSSE indicates that Cedarville University students are highly satisfied with the quality of their academic advising.



18. Cedarville University provides a variety of learning environments which allow the University to fulfill its mission. As needs change, and as student numbers grow, the University will need to maintain its commitment to updating and expanding facilities in order to carry on its tradition of excellence. Historically, Cedarville University has done an admirable job of retrofitting facilities to meet current needs. This trend needs to continue, and the use of an accessibility consultant should be considered.
19. The Centennial Library provides information and support to students and faculty as they seek to learn and grow. Online access to materials has become increasingly important and has allowed instant access to information previously available only by InterLibrary Loan. Maintaining and even enhancing this access through OhioLink and other available means should continue to be a goal of Cedarville University.
20. The academic assistance center was recently provided full-time staff and has made a significant impact in a short time. As students and faculty become aware of all it can do, the academic assistance center will increase its assistance to faculty in effectively teaching students.

### Opportunities

1. In most disciplines, undergraduate research experiences are not merely value-added perks of an outstanding education, but necessary preparation to compete successfully in the job market or at graduate school. Cedarville University should consider the role of scholarship at the University more fully as well as providing appropriate facilities and release time for mentors.
2. Cedarville University faculty currently involve students in scholarly activities, including conference presentations and peer-reviewed, publishable activities. Many majors already require research, in some form, prior to graduation in response to expectations from the job market and graduate schools. Future facility improvements need to reflect an increasing commitment to research opportunities for Cedarville University students.
3. Cedarville University provides many experiences for students in special-purpose facilities. A continuing commitment to upgrade and expand existing facilities will be required in order to maintain standards of excellence in education. Such renovations should continue to be done with the needs of disabled students in mind.
4. Cedarville University offers students exposure to the real world in terms of internships, field experiences, and other opportunities. Academic departments and career services should continue to work together on behalf of our students.
5. Mediated learning provides new challenges and opportunities for teaching and learning in a technological age. As more Cedarville University faculty begin using mediated environments in lieu of the traditional classroom experience or to supplement the traditional classroom, training and technical support will be required. Cedarville University must remain committed to excellence in this important learning environment, just as we strive for excellence in our other academic resources.
6. The administrative council values the library and has committed to increasing its funds, as the budget allows, so the library can be current with its electronic and paper resources. The library encourages faculty and departments to make requests for resources, but some faculty are reluctant to recommend materials for the library to purchase. Broader faculty participation in acquisition recommendations would enhance the Centennial Library collection advancement.
7. There are some challenges in creating and sustaining a strong assessment effort. There is faculty concern regarding the issue of time and workload.
8. In response to student perceptions, Cedarville University must find ways to make senior level courses more demanding and better communicate the availability of student support services for senior students.



9. Faculty have different perceptions for what assessment is and need to see the process as one that is positive and creates a better teaching and learning environment.
10. Some assessment findings related to the general assessment courses suggest a need for revision and an emphasis on rigor. While the results are limited and mixed, the University Strategic Plan call for review of the general education curriculum will provide an opportunity to evaluate how well we are meeting our objectives in that area.
11. A challenge regarding program assessment is the tension between using quantitative versus qualitative data to measure outcomes. Both are appropriate, but their differences much be understood. A system needs to be developed and implemented that brings together these different ways of looking at the data within the broader assessment program.
12. Cedarville University lacks a structured advising system. The University is currently exploring improvements in the system which would include better communication among academic schools, identifying clear and appropriate expectations, and training for advisors. The academic strategy report addresses and proposes a future system for improved faculty advising.
13. Having technology does not automatically translate into using it effectively. The improved assessment process should assist in identifying specific areas of disconnect between technology utilization and student learning. The Center for Teaching and Learning will provide the University with a significant resource to bridge those gaps and promote the effective use of technology.
14. Consistently developing skill in effective integration of biblical truth with their specific discipline throughout faculty tenure should be an institutional goal. A formal series of doctrinal training sessions have been developed and offered in the spring of 2006 with attendance expected for all second and third year faculty. The ongoing review process for non-tenured faculty recently implemented could be expanded to include post-tenure review of all faculty.
15. While Cedarville supports faculty development, it should consider placing more emphasis on scholarship. The University should highlight its support of scholarship in a key initiative of the academic strategic plan, find additional resources to support research, and consider creative means to allow faculty release time to pursue projects.
16. Faculty and staff support continuous improvement as faithful stewards of God's resources. Systems and structures for a long-term culture of assessment need to be identified and implemented.
17. Cedarville University has utilized some assessment instruments in the past without a traceable institutional response. Since faculty and staff are investing significant time in the development and implementation of the comprehensive assessment effort, Cedarville University should enhance its communication of responses to public reports to fulfill our mission, engage constructive criticism, and maintain assessment integrity.
18. As full-cycle assessment and planning occurs, Cedarville University will want to continue to examine the administrative structure that directs these activities. As the tasks become more complicated and demanding, the University may want to consider distributing the responsibilities to two or more people.



# APPENDIX E

## Chapter Four — Criterion Four

## List 4A-1 Student Awards

Scholarship Name	Award Amount
AFCEA Scholarship	\$2,500.00
AFCEA Scholarship	\$2,500.00
African/African-American Nursing Student Scholarship	\$2,875.00
Al & Joanna Stevens Scholarship	\$2,500.00
Al & Joanna Stevens Scholarship	\$2,500.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Softball Scholarship	\$3,000.00
Alumni Spanish Majors Scholarship	\$1,000.00
Alvin and June Perry Scholarship	\$1,150.00
Alvin and June Perry Scholarship	\$1,150.00
Alvin and June Perry Scholarship	\$1,150.00
Amstutz Management-Sales Award	\$650.00
Amstutz Nursing Award	\$650.00
Anderson Family Scholarship	\$1,450.00
Anonymous FFC Scholarship	\$4,500.00
Anonymous FFC Scholarship	\$4,000.00
Anonymous FFC Scholarship	\$1,250.00
Anonymous FFC Scholarship	\$1,250.00
Anonymous FFC Scholarship	\$1,250.00
Anonymous FFC Scholarship	\$1,250.00
Anonymous FFC Scholarship	\$4,000.00
Anonymous FFC Scholarship	\$4,500.00
Anonymous FFC Scholarship	\$5,500.00
Anonymous FFC Scholarship	\$3,500.00
Anonymous FFC Scholarship	\$4,000.00
Anonymous FFC Scholarship	\$4,000.00
Anonymous FFC Scholarship	\$4,000.00
Anonymous FFC Scholarship	\$3,000.00
Anonymous FFC Scholarship	\$5,500.00
Anonymous FFC Scholarship	\$4,000.00
Anonymous FFC Scholarship	\$5,000.00
Arline Littleton Autio Award	\$600.00
Armstrong Family Memorial Scholarship	\$1,140.00
Armstrong Family Memorial Scholarship	\$1,140.00
Austin Elmore Award	\$250.00



Scholarship Name	Award Amount
Autio Family Scholarship	\$1,500.00
Autio Family Scholarship	\$1,500.00
Autio Family Scholarship	\$1,500.00
Autio Family Scholarship	\$1,500.00
Autio Family Scholarship	\$1,500.00
Autio Family Scholarship	\$1,500.00
Autio Family Scholarship	\$0.00
Bartlett Family Early Childhood Education Scholarship	\$1,000.00
Bartlett Family Nursing Scholarship	\$1,000.00
Bartlett Family Technical & Professional Communications Scholarship	\$1,000.00
Bea Holmes Nursing Scholarship	\$2,100.00
Bea Holmes Nursing Scholarship	\$2,100.00
Bea Holmes Nursing Scholarship	\$2,100.00
Bea Holmes Nursing Scholarship	\$2,100.00
Bea Holmes Nursing Scholarship	\$2,100.00
Betty J. Early General Scholarship	\$1,800.00
Boyd Accounting Award	\$180.00
Burris Logistics Computer Science Award	\$1,250.00
C. Eugene Walker, Ph.D. Psychology Award	\$325.00
Cal Thomas Scholarship Fund	\$2,500.00
Cal Thomas Scholarship Fund	\$2,500.00
Cal Thomas Scholarship Fund	\$2,500.00
Cal Thomas Scholarship Fund	\$2,500.00
Cal Thomas Scholarship Fund	\$2,500.00
Cal Thomas Scholarship Fund	\$2,500.00
Cal Thomas Scholarship Fund	\$2,500.00
Cedarville University General Endowment Funds	\$11,040.00
Cedarville University General Endowment Funds	\$2,500.00
Cedarville University General Endowment Funds	\$6,000.00
Cedarville University General Endowment Funds	\$6,000.00
Cedarville University General Endowment Funds	\$8,360.00
Cedarville University General Endowment Funds	\$5,000.00
Cedarville University General Endowment Funds	\$2,000.00
Cedarville University General Endowment Funds	\$11,040.00
Cedarville University General Endowment Funds	\$2,500.00
Cedarville University General Endowment Funds	\$2,500.00
CFA Networks Excellence in Technology Scholarship	\$1,000.00
Charles & Margaret Clevenger Piano Award	\$1,000.00
Christian Education Scholarship	\$3,200.00
Christian Education Scholarship	\$3,200.00
Christian Ministry Scholarship	\$750.00
Christian Ministry Scholarship	\$750.00
Christian Ministry Scholarship	\$1,550.00
Clara Monzelle Milner Award	\$250.00
Compton/Knight Family Music Scholarship	\$1,000.00
Criminal Justice Scholarship	\$1,570.00

# APPENDIX E

Scholarship Name	Award Amount
Dan Poole Broadcasting Award	\$1,500.00
Daniel Award	\$5,000.00
Dave Jones Memorial Soccer Award	\$600.00
Dave Jones Memorial Soccer Award	\$600.00
David G. Canine Award	\$600.00
David H. and Edith W. Clark Scholarship	\$1,450.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$1,250.00
David H. and Edith W. Clark Scholarship	\$1,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$1,500.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$1,500.00
David H. and Edith W. Clark Scholarship	\$1,500.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$1,800.00
David H. and Edith W. Clark Scholarship	\$1,500.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David W. Stahl Memorial Scholarship	\$100.00
Deborah Bush Haffey Intercollegiate Debate Scholarship	\$1,700.00
DeLois C. Brown Family Love Scholarship	\$1,550.00
DeLois C. Brown Family Love Scholarship	\$1,550.00
Derek Richardson Memorial Scholarship Fund	\$1,150.00
Dolph and Brown Psychology Award	\$525.00
Dolph and Brown Psychology Award	\$525.00
Don and Peg Rickard MK Scholarship	\$690.00
Donna Purple Memorial Award in Education	\$1,100.00
Dorothy Hilma Leininger Nursing Scholarship	\$4,000.00
Dr. and Mrs. Duane Wood Family Award	\$750.00
Dr. and Mrs. Duane Wood Family Award	\$750.00
Dr. and Mrs. Merlin Ager Education Award	\$740.00
Dr. and Mrs. R.G. Kennedy Endowed Scholarship	\$700.00
Dr. Charles Ellington Church Music & Worship	\$1,000.00
Dr. Clifford W. Fawcett Business Faculty Senior Scholar Award	\$600.00
Dr. Daniel C. Stevens Memorial Scholarship	\$300.00
Dr. Donald Tyler Scholarship	\$2,800.00
Dr. Joseph Halsey Award	\$500.00
Dr. Robert & Myrtle Hutchinson Scholarship	\$3,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00



Scholarship Name	Award Amount
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dr. Warren G. Elliott Scholarship	\$1,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,500.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,000.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$1,500.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,000.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,000.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,500.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,500.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,000.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,000.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$1,000.00
Edith Hart Milner Award	\$250.00
Edmund Burke Award	\$160.00
Edward B. Holmes Engineering Scholarship	\$2,625.00
Edward B. Holmes Engineering Scholarship	\$2,625.00
Edward B. Holmes Engineering Scholarship	\$2,625.00
Edward B. Holmes Engineering Scholarship	\$2,625.00
Erich W. Ebert Award	\$600.00
Ervin J. Nutter Memorial Scholarship	\$1,400.00
Ervin J. Nutter Memorial Scholarship	\$1,000.00
Ervin J. Nutter Memorial Scholarship	\$1,400.00
Esther C. Gilbertson-Stone Scholarship	\$1,900.00
Esther C. Gilbertson-Stone Scholarship	\$2,000.00
Fellowship Baptist Church Scholarship	\$1,650.00
Fellowship Baptist Church Scholarship	\$1,650.00
Frank O. Harris Memorial Scholarship	\$2,000.00
Frank O. Harris Memorial Scholarship	\$1,300.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
G. Marvin Wright Endowed Memorial Scholarship	\$2,000.00
G. Marvin Wright Endowed Memorial Scholarship	\$1,000.00

## APPENDIX E

Scholarship Name	Award Amount
G. Marvin Wright Endowed Memorial Scholarship	\$2,000.00
G. Marvin Wright Endowed Memorial Scholarship	\$1,000.00
G. Marvin Wright Endowed Memorial Scholarship	\$2,000.00
G. Marvin Wright Endowed Memorial Scholarship	\$2,000.00
G. Marvin Wright Endowed Memorial Scholarship	\$2,000.00
G. Marvin Wright Endowed Memorial Scholarship	\$2,000.00
G. Marvin Wright Endowed Memorial Scholarship	\$2,000.00
GAR Foundation Scholarship	\$1,050.00
GAR Foundation Scholarship	\$1,050.00
GAR Foundation Summit County Scholarship	\$3,500.00
GAR Foundation Summit County Scholarship	\$1,000.00
GAR Foundation Summit County Scholarship	\$3,500.00
GAR Foundation Summit County Scholarship	\$1,400.00
George H. and Edna F. Louys Endowed Grant	\$1,400.00
Gladys York Memorial Scholarship	\$5,000.00
Gladys York Memorial Scholarship	\$5,000.00
Gladys York Memorial Scholarship	\$10,000.00
Gladys York Memorial Scholarship	\$5,000.00
Gladys York Memorial Scholarship	\$5,000.00
Gladys York Memorial Scholarship	\$5,000.00
Gladys York Memorial Scholarship for King's Christian School	\$2,500.00
Gladys York Memorial Scholarship for King's Christian School	\$2,500.00
Gladys York Memorial Scholarship for King's Christian School	\$2,500.00
Gladys York Memorial Scholarship for King's Christian School	\$2,500.00
Gladys York Memorial Scholarship for King's Christian School	\$2,500.00
Godby Memorial Scholarship	\$1,333.00
Godby Memorial Scholarship	\$1,333.00
Gray-Paxson Scholarship	\$9,200.00
Gugger Scholarship	\$1,000.00
Gugger Scholarship	\$4,000.00
Gugger Scholarship	\$2,000.00
Gugger Scholarship	\$5,000.00
Gugger Scholarship	\$6,000.00
Gugger Scholarship	\$5,000.00
Gugger Scholarship	\$3,000.00
Gugger Scholarship	\$6,000.00
Gugger Scholarship	\$5,000.00
Gugger Scholarship	\$2,000.00
Gugger Scholarship	\$2,000.00
Gugger Scholarship	\$1,000.00
Gugger Scholarship	\$3,000.00
Gugger Scholarship	\$3,000.00
Gugger Scholarship	\$3,500.00
Gugger Scholarship	\$6,500.00
Gugger Scholarship	\$4,000.00
Gugger Scholarship	\$3,500.00
Gugger Scholarship	\$6,000.00





Scholarship Name	Award Amount
Gugger Scholarship	\$3,000.00
Gugger Scholarship	\$5,000.00
Gugger Scholarship	\$3,000.00
Gugger Scholarship	\$2,000.00
Gugger Scholarship	\$2,500.00
Gugger Scholarship	\$4,000.00
Gugger Scholarship	\$1,500.00
Gugger Scholarship	\$1,000.00
Gugger Scholarship	\$5,000.00
Gugger Scholarship	\$6,000.00
Gugger Scholarship	\$5,000.00
Gugger Scholarship	\$3,000.00
Gugger Scholarship	\$3,000.00
Harold P. "Howdy" House Memorial Scholarship	\$650.00
Harold R. Green Christian Ministries Award	\$500.00
Harold R. Green Christian Ministries Award	\$500.00
Helen Drullinger Memorial Award	\$1,100.00
Helping Hand Scholarship	\$1,400.00
Helping Hand Scholarship	\$1,400.00
Heritage Baptist Church Scholarship	\$2,500.00
Heyd Math/Science Award	\$1,000.00
Heyd Math/Science Award	\$1,000.00
Holmes Family Scholarship	\$2,000.00
Holmes Family Scholarship	\$1,000.00
Holmes Family Scholarship	\$1,000.00
Holmes Family Scholarship	\$1,000.00
Holmes Family Scholarship	\$1,000.00
Holmes Family Scholarship	\$1,000.00
Holmes Family Scholarship	\$1,000.00
Hugh T. Hall Memorial Scholarship	\$350.00
International Student Organization Scholarship	\$1,100.00
Irene MacArthur Memorial Scholarship	\$1,500.00
Irene MacArthur Memorial Scholarship	\$1,500.00
Irene MacArthur Memorial Scholarship	\$1,500.00
Irma M. Dodson Award	\$600.00
J.D. Cloud & Co., L.L.P. Accounting Award	\$1,500.00
James and Lorna Spencer Scholarship	\$1,000.00
James and Lorna Spencer Scholarship	\$1,000.00
James and Ruby Wells Scholarship	\$3,000.00
James and Ruby Wells Scholarship	\$6,000.00
James and Ruby Wells Scholarship	\$6,000.00
James Cain Special Education Award	\$750.00
James R. Phipps Communication Award	\$750.00
James T. Jeremiah Award	\$2,160.00
Jane Adams Smith Memorial Scholarship	\$1,100.00
Jean Scott Memorial Scholarship	\$800.00
Jenna Lynn Ellis Award	\$1,100.00





## APPENDIX E

Scholarship Name	Award Amount
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jewels for Students Scholarship	\$1,840.00
Jim & Phyllis Murphy Business Award	\$2,000.00
John and Ann Field Scholarship	\$1,340.00
John W. Bickett Scholarship	\$1,500.00
John W. Bickett Scholarship	\$1,500.00
John W. Bickett Scholarship	\$1,500.00
John W. Bickett Scholarship	\$1,500.00
John W. Bickett Scholarship	\$1,500.00
Joseph Award	\$1,000.00
Joseph E. and DeLois Brown Scholarship	\$2,500.00
Joseph E. and DeLois Brown Scholarship	\$2,500.00
Joseph E. and DeLois Brown Scholarship	\$2,500.00
Joseph E. and DeLois Brown Scholarship	\$2,500.00
Joseph E. and DeLois Brown Scholarship	\$2,500.00
Joseph E. and DeLois Brown Scholarship	\$2,500.00
Joseph E. and DeLois Brown Scholarship	\$2,500.00
Kimberly Kerr Memorial Scholarship in Nursing	\$2,300.00
Kristi Lynn Walborn Award	\$2,000.00
Lewis P. Gallagher Scholarship	\$2,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lewis P. Gallagher Scholarship	\$2,000.00
Lewis P. Gallagher Scholarship	\$1,850.00
Lewis P. Gallagher Scholarship	\$2,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lillian Kresge Award	\$266.00
Loretta Lawrence Scholarship	\$200.00
Love Pedagogy Scholarship in Music	\$1,000.00
Love Pedagogy Scholarship in Music	\$1,000.00



Scholarship Name	Award Amount
Madison Caroline Law Memorial Scholarship	\$500.00
Marinus Hazen, Jr., Memorial Scholarship	\$1,150.00
Marlin Rayburn Award	\$400.00
Marvin and Janet Troyer Athletic Scholarship	\$4,000.00
Marvin and Janet Troyer Athletic Scholarship	\$4,000.00
Marvin and Janet Troyer Athletic Scholarship	\$8,000.00
Marvin and Janet Troyer Athletic Scholarship	\$6,500.00
Mary Jane LeBlanc Missions Award	\$1,500.00
Melvina & Edward J. Thompson Scholarship	\$1,100.00
Mendell Beattie Memorial Scholarship	\$1,100.00
Mephibosheth Scholarship Endowment	\$1,850.00
Mephibosheth Scholarship Endowment	\$1,500.00
Mephibosheth Scholarship Endowment	\$1,500.00
Mike and Amy Shane Scholarship	\$11,705.00
Mike and Amy Shane Scholarship	\$13,000.00
Mike and Amy Shane Scholarship	\$15,216.00
Mike and Amy Shane Scholarship	\$8,876.00
Mike and Amy Shane Scholarship	\$11,705.00
Minor and Bernice Cross Scholarship Fund	\$2,500.00
Minor and Bernice Cross Scholarship Fund	\$2,000.00
Minor and Bernice Cross Scholarship Fund	\$2,500.00
Miriam Maddox Speech Communication Scholarship	\$385.00
Misty Carlson Memorial Scholarship	\$1,500.00
MK Grant	\$1,300.00
MK Grant	\$1,350.00
MK Grant	\$1,500.00
Morley Halsmith Memorial Scholarship	\$2,000.00
Mr. And Mrs. Rolan David Polsdorfer Music Award	\$1,000.00
Nashville Baptist Church Scholarship	\$1,000.00
Nashville Baptist Church Scholarship	\$1,500.00
Nathan and Hazel Elder Scholarship	\$1,400.00
Nathan and Hazel Elder Scholarship	\$2,000.00
Nathan R. Arnold Accounting Award	\$1,000.00
Nehemiah Engineering Award	\$500.00
Nehemiah Engineering Award	\$500.00
Nelson L. & Vera B. Lee Scholarship	\$2,500.00
Nelson L. & Vera B. Lee Scholarship	\$2,300.00
Nelson L. & Vera B. Lee Scholarship	\$1,000.00
Nelson L. & Vera B. Lee Scholarship	\$1,000.00
Nelson L. & Vera B. Lee Scholarship	\$1,000.00
Olen Tilma Small Business Scholarship	\$1,100.00
Pastoral Studies Scholarship	\$5,000.00
Personnel & Process Solutions, Inc., Scholarship	\$1,000.00
Philip S. Lindner Scholarship	\$1,539.00
Pleasant View Baptist Church Scholarship	\$2,440.00
Ralph and Floyd Pfleger Memorial Scholarship	\$685.00
Raymond P. Holland, Jr., Engineering Excellence Award	\$1,500.00

## APPENDIX E

Scholarship Name	Award Amount
Rev. & Mrs. Earl V. Willetts Scholarship	\$800.00
Rev. Henry and Lilian Hutchison Christian Education Award	\$200.00
Reverend Michael Holt Memorial Scholarship	\$1,000.00
Richard and Mary Olsen Scholarship Fund	\$2,000.00
Richard and Mary Olsen Scholarship Fund	\$2,000.00
Richard and Mary Olsen Scholarship Fund	\$1,500.00
Richard and Mary Olsen Scholarship Fund	\$1,500.00
Richard C. Davis Family Scholarship	\$1,700.00
Richard C. Davis Family Scholarship	\$2,000.00
Richard C. Davis Family Scholarship	\$1,700.00
Rietveld Fine Arts Award	\$2,545.00
Rife Scholarship	\$1,500.00
Rife Scholarship	\$800.00
Rife Scholarship	\$1,000.00
Rita G. Patterson Nursing Scholarship	\$1,825.00
Rita G. Patterson Nursing Scholarship	\$1,825.00
Robert Atkinson Memorial Scholarship	\$500.00
Robert Orr Burns, Jr., Scholarship Fund	\$750.00
Roger W. Eltzroth Scholarship	\$2,550.00
Rolan David Polsdorfer Electrical Engineering Award	\$0.00
Roloff Incentive Award	\$1,530.00
Ross and Gladys Campbell Scholarship	\$2,125.00
Ross and Gladys Campbell Scholarship	\$2,125.00
Ross and Gladys Campbell Scholarship	\$2,125.00
Ross and Gladys Campbell Scholarship	\$2,125.00
Ruby E. Booher Bontrager Memorial Endowed Fund	\$1,500.00
Ruby E. Booher Bontrager Memorial Endowed Fund	\$2,000.00
Ruby E. Booher Bontrager Memorial Endowed Fund	\$1,000.00
Ruby E. Booher Bontrager Memorial Endowed Fund	\$1,000.00
Ruby Jeremiah Academic Scholarship	\$1,080.00
Ruby Jeremiah Academic Scholarship	\$1,080.00
Rusty King Memorial Scholarship	\$800.00
Rusty King Memorial Scholarship	\$800.00
Ruth Counter Klopfenstein, R.N. and A. Rees Klopfenstein, M.D. Nursing Education Endowed Scholarship	\$2,000.00
Ruth Counter Klopfenstein, R.N. and A. Rees Klopfenstein, M.D. Nursing Education Endowed Scholarship	\$2,000.00
S. Margaret Gallagher Scholarship	\$1,500.00
S. Margaret Gallagher Scholarship	\$1,850.00
S. Margaret Gallagher Scholarship	\$1,850.00
S. Margaret Gallagher Scholarship	\$1,850.00
S. Margaret Gallagher Scholarship	\$1,850.00
S. Margaret Gallagher Scholarship	\$1,850.00
S. Margaret Gallagher Scholarship	\$1,500.00
S. Margaret Gallagher Scholarship	\$1,200.00
S. Margaret Gallagher Scholarship	\$1,200.00
Salt & Light Scholarship	\$2,000.00
Salt & Light Scholarship	\$2,000.00
Sam Lyndon Memorial Scholarship	\$2,000.00



Scholarship Name	Award Amount
Shari Boblitt Family Memorial Award	\$500.00
Sharon Eimers Award	\$1,242.00
Soccer Alumni Fund	\$3,890.00
Spiritual Leadership Music Award	\$1,500.00
Stephen J. Wildasin Memorial Scholarship	\$1,000.00
Stuck Memorial Endowed Grant	\$500.00
Stuck Memorial Endowed Grant	\$1,500.00
Stuck Memorial Endowed Grant	\$1,500.00
Stuck Memorial Endowed Grant	\$1,500.00
Stuck Memorial Endowed Grant	\$2,000.00
Stuck Memorial Endowed Grant	\$1,000.00
Taylor Scholarship Award	\$1,580.00
Theta Rho Epsilon Scholarship	\$1,000.00
Tindall Scholarship	\$1,200.00
Tindall Scholarship	\$1,200.00
Tindall Scholarship	\$1,200.00
Tom Haggai Scholarship	\$2,100.00
Tom Haggai Scholarship	\$2,100.00
Tom Haggai Scholarship	\$2,100.00
Tom Haggai Scholarship	\$2,100.00
Tom Haggai Scholarship	\$2,100.00
Undesignated Grants Gift	\$2,000.00
Wickerham Memorial Endowed Grant	\$1,000.00
Wickerham Memorial Endowed Grant	\$1,000.00
Wickerham Memorial Endowed Grant	\$1,000.00
Wickerham Memorial Endowed Grant	\$1,500.00
Wickerham Memorial Endowed Grant	\$2,500.00
Wickerham Memorial Endowed Grant	\$2,500.00
Wickerham Memorial Endowed Grant	\$2,000.00
Wickerham Memorial Endowed Grant	\$2,000.00
Wickerham Memorial Endowed Grant	\$2,500.00
William & Cora Norman Henry Memorial Scholarship	\$366.00
William and Jean Meahl Scholarship	\$3,225.00
William and Rachel Grapentine Scholarship	\$1,100.00
William and Rachel Grapentine Scholarship	\$1,200.00
William J. & Nora J. Bolthouse Scholarship	\$15,217.00
William J. & Nora J. Bolthouse Scholarship	\$11,705.00
William J. & Nora J. Bolthouse Scholarship	\$11,705.00
William J. & Nora J. Bolthouse Scholarship	\$6,628.00
William J. & Nora J. Bolthouse Scholarship	\$15,217.00
William J. & Nora J. Bolthouse Scholarship	\$11,705.00
William M. & Ruth Ann Lewis College Assistance	\$1,800.00
William M. Junk & Frances Smith Junk Grant	\$1,200.00
Willis F. Early Business Scholarship	\$1,800.00
World Missions Scholarship	\$1,500.00
World Missions Scholarship	\$3,000.00
World Missions Scholarship	\$3,000.00

## APPENDIX E



Scholarship Name	Award Amount
World Missions Scholarship	\$3,000.00
World Missions Scholarship	\$3,000.00
World Missions Scholarship	\$3,000.00
World Missions Scholarship	\$3,000.00
World Missions Scholarship	\$1,500.00
Zehr Family Scholarship	\$2,400.00
Zehr Family Scholarship	\$1,200.00
Zondervan/Cedarville University Greek Award	\$0.00
	\$1,042,948.00



Table 4A-2 Cedarville University Faculty Awards

<b>Award</b>	<b>Years of Service</b>
Faculty Member of the Year	>5
Faculty Scholar of the Year	n/a
Dr. Allen Monroe Integration of Faith and Learning Award	n/a
Faculty Advisor Award	n/a
Dean's Service Award	1 to 10
Dean's Service Award	11 to 20
Dean's Service Award	>21
Faculty Innovator of the Year Award	n/a
Faculty Teaching Effectiveness Award	1 to 10
Faculty Teaching Effectiveness Award	11 to 20
Faculty Teaching Effectiveness Award	>21
Gateway Award for Outstanding Support of Students with Disabilities	n/a
Gateway Award for Outstanding Academic Support for All Students	n/a

# APPENDIX E

Table 4A-3 Faculty Scholarship Activities Since 2004

<b>Athletic Training</b>	
Evan Hellwig	Clinical Instructor Educator Seminar
Evan Hellwig	2005 Athletic Training Educator's Conference
Evan Hellwig	Applied Techniques of Manual Therapy Seminar
Evan Hellwig	Capital City Sports Medicine Symposium
Evan Hellwig	Evidence-Based Medicine Summit
Robert Duchardt	2006 OATA State Meeting and Symposium
Christopher Cross	2006 OATA State Meeting and Symposium
Program Director	Underwent 10 hours of training to become a clinical instruction educator
ATC	Required to complete 80 contact hours of approved continuing education every three years in order to maintain BOC credential
ATC	Required to complete 60 contact hours of approved continuing education every two years in order to maintain Ohio license
ATC	Being financially assisted while in pursuit of an M.Ed.
<b>Biblical Education</b>	
	Release time for dissertations and two recent sabbaticals
<b>Business Administration</b>	
	Availability of summer grants (both at the University and department level) has been instrumental in encouraging successful research leading to both presentations and publications.
	Appropriate release time to pursue more scholarly activities
	Support for conference attendance and professional development
	Houses <i>The Journal of Biblical Integration in Business</i> (the premier journal for issues of biblical integration in business) with the editor a Cedarville University employee
	Several members of the journal's editorial board are Cedarville faculty.
<b>Communication Arts</b>	
	Faculty members are encouraged to attend professional conferences to interact with other scholars and teachers in the field.
Foundations of Speech Coordinator	Regularly attends conferences to interact with others in similar roles (maintaining the basic courses in communication in their respective universities)
	Financial support for speech seminars and therapy certification
<b>Education</b>	
	Faculty members are encouraged to belong to professional organizations and to attend their conferences.
	Faculty members are encouraged to be presenters and seminar leaders at professional development conferences such as regional ACSI teacher conferences.
	Preparation to be a presenter promotes research and study on the part of our faculty.
<b>Engineering</b>	
	Annually budgets \$600 per faculty member for conference attendance
Vicky Fang	Attended the Frontiers In Engineering Conference (FIE) in 2005
Vicky Fang	Member of IEEE, ASEE, and SWE
Clint Kohl	Faculty Excellence in Teaching Award from the Southwestern Ohio Council for Higher Education (2004)
Dave Gallagher	Member of IEEE, the IEEE Computer Society, and the Association for Computing Machinery
Keith Shomper	Member of both the IEEE and the Association for Computing Machinery
Gerald Brown	Attended two conferences sponsored by the American Association for the Advancement of Science (AAAS)
Robert Laramore	Attended the NSF Workshop on "Teaching the First Course in Power Systems"
Samuel SanGregory	In January 2005, his membership status in IEEE was upgraded to Senior Member.
Samuel SanGregory	Attended the Electrical and Computer Engineering Department Heads Annual Meetings in 2005 and 2006
Samuel SanGregory	Actively involved in research and design work for the U.S. Air Force
D. Jeff Shortt	Attended the annual ASEE in 2006
D. Jeff Shortt	Worked with Government Testing Services LLC in the summer of 2005
Timothy R. Tuinstra	Advised students in 2005-2006 academic school year in autonomous ground robot team
<b>Exercise &amp; Sport Science</b>	
	Attending and in some instances presenting at professional conferences
<b>Language &amp; Literature</b>	
	Availability of funds for faculty development
<b>Music &amp; Art</b>	
	Encourages attendance at conferences, workshops, and summer programs
	Contributes to conference and organizational dues
	Makes efforts to help faculty attend conferences that University money does not cover
<b>Nursing</b>	
	Support for faculty to attend conferences
	Educational support, tuition, travel, consultancy
Devon Berry	Design and analysis support for nursing research in 2004 and 2005
Devon Berry	Co-investigator and project manager determinants of global health research team (2002-present)
Devon Berry	Various projects with the Kettering Medical Hospital (2004-present)
Sharon Christman	Chair of the Research Committee of the Society for Vascular Nursing (2004-2005)
Janet Conway	Promoted to senior professor of nursing in 2005
Janet Conway	Charter member of the International Association for Human Caring
David Sharp	Member of TUFH
David Sharp	Awarded a grant by Cedarville University to study mental health problems in palliative care in 2005
<b>Psychology</b>	
<b>Science &amp; Mathematics</b>	
<b>Social Sciences &amp; History</b>	
	Release time for some research projects
	Support for conferences



Table 4B-1 General Education Pattern and the Credit Hours Required

General Education Pattern	Credit Hours Required
English and mathematics proficiency	0-5 semester hours
Bible	16 semester hours
Communication	6 semester hours
Humanities	9 semester hours
Global awareness	0-3 semester hours *
Physical education	2 semester hours
Science and mathematics	10-16 semester hours
Social sciences and history	9 semester hours

\*May be satisfied by the same courses used to fulfill humanities or social science electives  
(Source: Cedarville University Catalog, 2004-2005)



# APPENDIX E

Table 4B-2 Selected Capstone Experiences

Schools/Departments	Examples of Experience
<i>SCHOOL OF ENGINEERING, NURSING, AND SCIENCE</i>	
Engineering	Computer engineering senior design Design and development of electronic products to meet specific requirements
Nursing	Debate on moral/ethical and financial issues in nursing practice and healthcare Participate in an interviewing clinic Written and oral reports of preceptorships/internships and diversity and character issues
Science and Mathematics	Work in teams to analyze, design, and complete a large senior design project Compile data from laboratory, field study, or extensive literature and give presentation
<i>SCHOOL OF HEALTH AND HUMAN PERFORMANCE</i>	
Athletic Training	Research in athletic training and exercise science
Exercise and Sport Science	Seminar Internship: work experience in an exercise science/sport management setting Senior research project
<i>SCHOOL OF HUMANITIES, FINE ARTS, AND BIBLE</i>	
Biblical Education	Ten weeks in a local church gaining experience in the total educational program/pastoral responsibilities of the church Articulate and defend an appropriate systematic theology Seminar
Communication Arts	Senior research projects Senior theatre projects
Language and Literature	Seminar In-depth study on selected topics, such as research methods, project management, etc., through group discussion or individual research Student teaching
Music and Arts	Senior recital Senior projects Student teaching and seminar
<i>SCHOOL OF SOCIAL SCIENCES AND PROFESSIONAL STUDIES</i>	
Business Administration	Seminar Strategic analysis and research projects
Education	Seminar Teaching experience in license-appropriate setting
Psychology	Internship: engage in psychological activity at a human service setting
Social Science and History	Research projects Seminar Student teaching

Source: Cedarville University Catalog, 2004-2005



Table 4B-3 General Education Desired Outcomes

Cedarville Objectives		General Education Desired Outcomes	
To undergird the student in the fundamentals of the Christian faith and to stimulate each student to evaluate knowledge in the light of Scriptural truth	Values:	Spiritual Vibrancy	
		Rational Independence	
		Global Awareness	
		Historical Awareness	
To encourage growth in Christian character in each student and to help the student accept responsibility in faithful Christian service	Skills:	Integrative Thinking	
	Experience:	Intellectual Rigor	
	Knowledge:	Bible and Theology	
	Values:	Spiritual Vibrancy	
To increase each student's awareness of the world of ideas and events which are influencing our contemporary culture and to prepare the student to participate knowledgeably in our society		Stewardship of God's Creation	
		Contribution to Society	
		Global Understanding	
	Skills:	Communication	
To enable each student to develop sound critical and analytical reasoning	Experience:	Transcendent	
	Knowledge:	Bible and Theology	
	Values:	Rational Independence	
		Cultural Appreciation and Participation	
To provide sufficient opportunities for each student to practice the skills of communication		Contribution to Society	
		Global Understanding	
	Skills:	Integrative Thinking	
	Experience:	Intercultural	
To offer opportunities for academic specialization and preparation for graduate study and to assist each student in selecting and preparing for a vocation	Knowledge:	Humanities	
		Social Sciences	
		Natural Sciences	
	Values:	Rational Independence	
To foster each student's appreciation of and participation in wholesome avocational and cultural activities	Skills:	Imaginative Thinking	
		Problem-Solving	
		Integrative Thinking	
	Experience:	Intellectual Rigor	
	Knowledge:	Humanities	
		Social Sciences	
		Natural Sciences	
	Values:	Rational Independence	
	Skills:	Communication	
	Experience:	Intellectual Rigor	
		Group Experience	
	Knowledge:	Humanities	
	Values:	Historical Awareness	
	Skills:	Life Management	
		Problem-Solving	
	Knowledge:	Departmental Major	
	Values:	Cultural Appreciation and Participation	
	Knowledge:	Humanities	

Source: General Education Revision Task Force Report, June 1992

## APPENDIX E

Figure 4B-4 Number of Participants in Missions Involvement Services

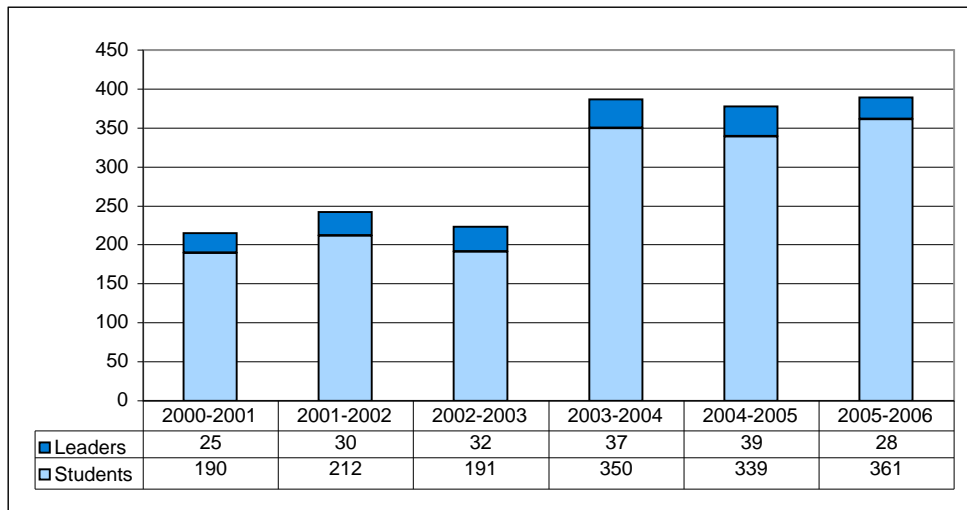


Figure 4B-5 2004 NSSE Benchmark Comparison for Seniors

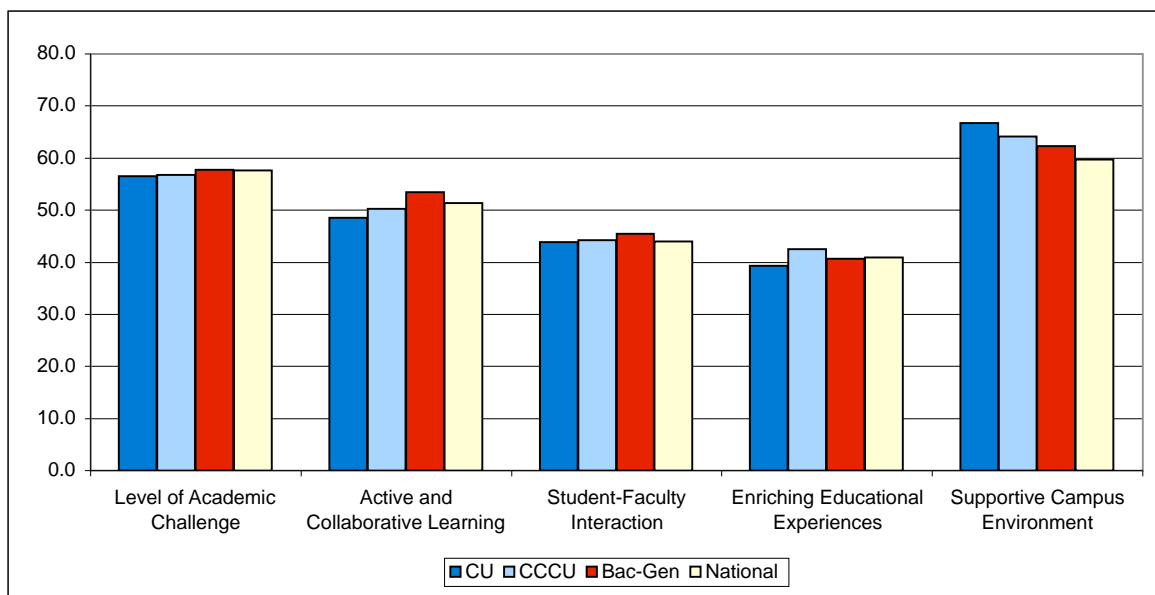




Table 4B-6 Licensure Exam Pass Rates: Selected Results

Name of Exam	Discipline	Spring 2003	Spring 2004	Spring 2005
		Pass Rate	Pass Rate	Pass Rate
Athletic Training Board of Certification Exam	Athletic Training	100.0%	100.0%	50%*
Principles of Learning & Teaching	Education	97.0%	98.0%	93.0%
Content Knowledge	Education	97.0%	100.0%	99.0%
NCEES (National Council of Examiners for Engineering & Surveying) Fundamentals of Engineering	Engineering	92.9%	89.5%	94.6%
National Council of State Boards of Nursing NCLEX-RN	Nursing	86.1%	97.6%	92.9%

\* This program only had two graduates this year.

Table 4B-7 Cedarville Senior Perceptions on Spiritual Development

SPIRITUAL DEVELOPMENT	CU Mean <sup>a</sup>	CCCU 2004	Sig <sup>b</sup>
a. My relationship with God contributes to my sense of well-being.	4.7	4.67	
b. The way I do things from day to day is often affected by my relationship with God.	4.5	4.43	
c. When appropriate, professors here take time to talk about their values and personal beliefs in class.	4.4	4.18	***
d. Faculty here interact with students outside of class in ways that help us clarify our personal values.	3.91	3.88	
e. There is an environment on this campus that encourages me to develop values which reflect my faith in Jesus Christ.	4.38	4.24	*
f. This institution has helped me to "live out" my values through community service or ministry.	3.97	3.7	***
g. This institution has helped me in critically evaluating whether or not my behavior is consistent with Christian values.	4.2	3.94	***
h. This institution encourages students to worship God in meaningful ways.	4.42	4.25	**
i. As a result of my experience at this institution, my values are more consistent with a Christian world and life view.	4.12	3.89	**
j. This institution has reinforced values that I have always held.	4.08	3.93	*

a 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

b \*p<0.05 \*\* p<0.01 \*\*\* p<0.001 (2-tailed)

# APPENDIX E

Table 4B-9 Skills and Experiences

Most Important Skills	Most Significant School Experiences
Living my personal/professional life according to my own standard/ethic	Living my personal/professional life according to my own standard/ethic
Recognizing/using effective verbal communication skills	Thinking objectively about beliefs/attitudes/values
Thinking objectively about beliefs/attitudes/values	Recognizing/using effective written communication skills
Recognizing/using effective written communication skills	Recognizing/using effective verbal communication skills
Working cooperatively in groups; working as a team member	Making/exercising a lifelong commitment to learning

Source: ACT Educational & Social Research, Alumni Outcomes Survey, 2005

Table 4C-1 Racial/Ethnic Status of Full-Time and Part-Time Students

Category	1998	1999	2000	2001	2002	2003	2004	2005	2006
Black, Non-Hispanic	16	21	16	19	27	38	52	52	
American Indian/Alaskan Native	3	5	6	5	2	1	2	3	
Asian or Pacific Islander	28	30	34	33	34	36	37	39	
Hispanic	20	19	20	22	27	39	44	52	
Non-Resident Alien	20	12	12	9	16	16	19	14	
Totals	87	87	88	88	106	130	154	160	188
% of Total Enrollment	3.27%	3.15%	3.09%	2.99%	3.55%	4.34%	5.02%	5.18%	6.14%
Total Enrollment	2,664	2,762	2,847	2,943	2,986	2,996	3,070	3,090	3,064
Percentage Difference		-0.12%	-0.06%	-0.10%	0.56%	0.79%	0.68%	0.16%	0.96%



Table 4D-1 Courses Addressing the Topic of Ethics

Department	Course Number	Course Title
Athletic Training	ATRN-3550	Organization and Administration in Athletic Training
	ATRN-4610	Issues in Athletic Training
Business Administration	BUS-4420	Business Ethics & Social Responsibilities
Communication Arts	THTR 3950	Administration & Arts Law
	COM-4610	Communication Ethics
	EMTC-4110	History of Public Address
Education	EDUC-2100	Technology in the Classroom
Exercise and Sport Science	CCHG-3670	Fundamentals of Coaching
	ESS-1350	Foundations of Exercise & Sport Science
	ESS-2100	Leadership & Ethics in Sport
	EXSC/SMGT-3180	Legal Issues in the Sport Industry
	MAHE-3070	Current Issues in Health
	MAHE-3600	Physical Education in the Elementary School
	MAPE-4950	Methods of Teaching Physical Education
	SMGT-1350	Introduction to Sport Management
	SMGT-2810	Organization & Administration of Sports/Athletics
Music and Art	ART-1100	Introduction to Art
	ART-3750	Studio Art I
	ART-4100	Studio Art II
	ART-4300	Studio Art III
	GDES-2100	Typography
	GDES-3220	Graphic Design I
	THMU-4130	Orchestration
	CHMU-2060	Music and the Arts in Worship
	CHMU-3630	Church Music Administration I
	CHMU-3640	Church Music Administration II
	HLMU-2310	Introduction to Music Literature
	HLMU-3310	Music History I
Psychology	HLMU-3320	Music History II
	PYCH-2640	Abnormal Psychology
	PYCH-3660	Fundamentals of Counseling
Social Sciences and History	PYCH-1000	Orientation to Psychology
	CRJU-1310	Introduction to Criminal Justice
	CRJU-3410	Civil Liability for Criminal Justice
	HIST-2000	Introduction to History
	POLS-2000	Introduction to Political Science
	PUAD-3600	Public Administration
	SWK-2330	Introduction to Social Work
	SWK-2900	Ethics in the Helping Professions

The above list is just a sampling of courses that provide a particular focus on the issue of ethics. Ethics is an integral part of each program and is incorporated throughout the curricula.

Table 4D-3 Faithful in Training Participants

Year	Registered	Finished	Finish Rate
2004	341	231	67.7%
2005	497	319	64.2%
2006	527	TBD	TBD

## List 4D-4 Expanded List of Strengths and Opportunities

### Strengths

1. Cedarville University's strength is its mission, which serves as a guide to planning, recruiting, teaching, and funding. It provides a foundation that values a life of learning for students, staff, administrators, and faculty. The University commitment is seen in its strategic planning, its funding of development and research, and its acknowledgment of faculty and student scholarship.
2. The intertwining of curricular and co-curricular programs at Cedarville University ensures that students gain a breadth of knowledge and a propensity for engaging in intellectual inquiry. The assessment data show that the University is successful in promoting intellectual inquiry and the breadth of knowledge and skills.
3. Cedarville's general education courses are taken over a minimum of six semesters, allowing for the maturation of ideas and a balance of field-specific and general education courses.
4. The close alignment between the mission of Cedarville University and the learning outcomes of the general education program, as well as the strong administrative and faculty oversight, ensure Cedarville University continues to provide coherent undergraduate and graduate programs.
5. The many co-curricular service opportunities available at Cedarville encourage students to be active in the society around them.
6. Cedarville University demonstrates excellence in maintaining the currency and relevance of all curricula and programs that result in graduates who are prepared for leadership and gatekeeping roles in society following graduation.
7. All programs undergo review and apply the results of assessments in program improvement. Cedarville is involved in total, habitual, full-cycle outcomes-based assessment in all units.
8. In addition to formal curricular offerings, the Missions Involvement Services, travel study programs, and chapel experiences have contributed to preparing students for the global and diverse society they will experience after graduation. In addition, many of these same experiences emphasize the need for students to be involved in their society through service.
9. Cedarville expects students to create and use scholarship. Student access to and use of current technological resources provide the foundation needed to pursue much of that research.
10. Cedarville University consistently and conscientiously adheres to policies that result in the ethical acquisition, discovery, and application of knowledge. Seminars are held to update all faculty regarding current and revised policies. Policies are published and distributed widely to faculty, staff, and students.



11. The University recognizes its critical role in supporting responsible learning through the appropriate use of knowledge, the practice of good stewardship, the application of intellectual integrity, and recognition of social responsibility.
12. At all administrative levels of the University, the acquisition, discovery, and application of knowledge is valued and protected. Cedarville University demonstrates that it integrates intellectual inquiry into all of its educational programs by hiring qualified faculty, providing resources, recruiting outstanding students, and monitoring/improving the outcomes of the interface of these factors. Changes are readily made in response to assessment data.
13. Knowledge is applied responsibly in that the curricula enable graduates to function at high levels in a global, diverse, and technological society while continuing to live out the mission of the University.

### Opportunities

1. The survey data from the 2004 NSSE Benchmark Report provides several areas of concern that Cedarville should continue to address and monitor over the next few years.
2. A missing component in Cedarville's general education program is in economics both at the macro and micro level.
3. The University should consider keeping graduate, law, and medical school exam and acceptance rate data in a centralized database to help track how well the University is preparing students for graduate work. At the moment, this is done at the departmental level and is not comprehensive.
4. The AVP has called for a review of the general education program in its entirety in the academic strategic plan. This process should be broadly inclusive and should evaluate how well the current program meets the stated objectives, how well the Bible minor is preparing our students for the integrative process, and how well-grounded graduates are in the liberal arts.
5. The University should review its support of staff development opportunities. While the Staff Committee to the President has been tasked with seeking and providing additional opportunities, the opportunities available to staff are not defined as clearly or applied as uniformly as they are for faculty.
6. The University supports faculty scholarship, but sometimes resources are applied disproportionately. In addition, the funds provided to faculty to attend a conference are often insufficient to cover the expenses. The University might consider expanding those resources and adopting a competitive system for applying for release time to pursue scholarship. Moreover, the University should seek creative ways to allow faculty to pursue scholarship, recognizing that the demands that a 4-4 course load places on them.
7. The University should also consider making funds available to students on a competitive basis to support those who are accepted to present research at professional conferences.
8. In keeping with its mission, Cedarville should continue to promote the important connections between faith and practice. In essence, the focus on social welfare should be accomplished within the biblical context.
9. Cedarville has developed the foundation for a culture of assessment, and that culture must continue to be nurtured.
10. The University should also continue to find creative ways of exposing the students to diverse cultures.
11. Departments using external advisory councils should continue to use them, and departments without such councils should consider forming them.





12. The University has established an institutional review committee (IRC), and faculty need to understand how the IRC will function.
13. The University should consider requiring student research projects that involve human subjects to be approved by this committee as well.
14. Cedarville does an outstanding job of encouraging students to see that the logical outworking of their faith is serving those in the local, national, and global community that are in need. The University could consider finding additional ways of linking that service to learning in the classroom more directly.
15. The University should ascertain the extent to which scholarly activities are hindered by limited space for research/project development or by heavy teaching loads.
16. Cedarville University only recently launched vigorous efforts to develop graduate programs on campus. The amount of foundation funding for graduate education at Cedarville is limited, and strategies initiated to maximize funds for programming and graduate faculty recruitment need to be accelerated if this is to be a priority.
17. Processes for approval and oversight of research and for funding of scholarly work are rudimentary, but improving. This should continue to be a focus area.
18. Funding for centers is not yet established. Options for fundraising for these centers should be considered.
19. The hiring of faculty with doctoral and research experience and significantly more external funding remain major goals for the University.



# APPENDIX F

## Chapter Five — Criterion Five



Table I-5A-1 Freshman Profile

<b>Freshman Profile</b>	<b>Fall 1996</b>	<b>Fall 2006</b>
Average High School GPA	3.53	3.61
Average ACT Composite	24.7	25.1
Average SAT Score	1149	1179
Graduated in Top 10%	32%	34%

Table I-5A-2 Minority Student Recruitment

<b>Minority Student Recruitment</b>	<b>Fall 2000</b>	<b>Fall 2005</b>
Number of Minority Prospective Students	179	914
Number of Minority Student Applicants	59	131
Total Number of Enrolled Minority Students	76	146